HIGHER LEARNING COMMISSION

FORM

Open Pathway Quality Initiative Proposal

Institutional Template

The enclosed Quality Initiative Proposal represents the work that the institution will undertake to fulfill the Improvement Process of the Open Pathway.

Sean Decatur 8/29/18

Signature of Institution's President or Chancellor *Date*

Sean M. Decatur, President

Printed/Typed Name and Title

Kenyon College

Name of Institution

Gambier, Ohio

City and State

The institution completes the Quality Initiative Proposal by responding to the questions in each category of the template. The institution may choose to submit a brief implementation plan or supplemental charts or graphs as appendices to the template. Proposals should be no more than 4,500 words. The Quality Initiative Proposal will be accepted beginning September 1 of Year 5 and is due no later than August 31 of Year 7. Submit the proposal as a PDF file to pathways@hlcommission.org with a file name that follows this format: QI Report No Name University MN. The file name must include the institution's name (or an identifiable portion thereof) and state.

Overview of the Quality Initiative

1. Provide a title and brief description of the Quality Initiative. Explain whether the initiative will begin and be completed during the Quality Initiative period or if it is part of work already in progress or will achieve a key milestone in the work of a longer initiative.

   The purpose of Kenyon's Quality Initiative Program (QIP), Expanding Inclusive Excellence, is to integrate, assess, and regularize the activities of three faculty-initiated grants in the Natural Sciences Division, and to extend lessons learned from them to other divisions and departments in the College. The goals of our QIP include 1) recruiting and retaining traditionally

underrepresented students including domestic students of color, Pell-eligible students, first-generation college students, and, for some fields, women-identifying students, 2) ensuring that all students feel a sense of belonging and have the support and encouragement to thrive, and 3) supporting faculty professional development activities that will improve the culture of academic departments for underrepresented students.

One of the priorities in Kenyon's 2020 Plan is to "strategically use Kenyon's resources to attract, retain, and graduate an academically excellent and diverse student body." Faculty members in Kenyon's Natural Sciences Division have identified as a key goal reducing or eliminating barriers to inclusion while ensuring that students from groups not traditionally well represented in the sciences (women, students of color, Pell-eligible, and first-generation students) receive the mentoring and other assistance necessary to help them persist through the major. In the past three years the Natural Sciences Division has secured significant grants from the National Science Foundation (S-STEM), the Howard Hughes Medical Institute (Inclusive Excellence – notably, Kenyon was one of only two liberal arts colleges to receive an award in the first round), and the Luce Foundation (Clare Boothe Luce Program), all of which are designed to make progress on recruitment, retention, and graduation of students traditionally underrepresented in the sciences.

To capitalize on this momentum, our QIP will focus on four complementary activities.

1. The **NSF S-STEM grant** aims to improve recruitment of the target student populations by replacing loans and work study for annual cohorts of twelve financially-disadvantaged students with grant aid provided by NSF for their first two years, and by Kenyon for the third and fourth years. A primary objective of the grant is to test the efficacy of high-impact practices (pre-orientation, service learning, summer research, leadership opportunities, and the like) to promote persistence through the major and postgraduate success.

2. The **Clare Boothe Luce grant** focuses on improving women's retention in chemistry, physics and math through intensive, expanded (spring, summer and fall), closely-mentored research experience, and by offering programing about women's careers in science.

3. The **HHMI Inclusive Excellence grant** seeks to change the campus culture by rewarding faculty participation in inclusion programs and by supporting extensive faculty development programs focused on inclusive pedagogy. HHMI programming will also integrate and augment the work pursued in the other two grants.

4. To extend the inclusive excellence project beyond the sciences, Institutional Research (IR) will explore student data related to academic interest, enrollment, majors, and performance of women and new majority students in the three other divisions (humanities, social sciences, arts). Where enrollment, majors, and/or academic success appear to be skewed by gender or ethnic identity, the Provost will initiate discussions with departments to ascertain possible causes for such patterns and to devise departmental-level initiatives that will address them. The science faculty will share lessons learned in their inclusion programs with the campus community through panels and workshops hosted by Kenyon's Center for Innovative Pedagogy.

We will routinely evaluate our HHMI, NSF S-STEM, and CBL initiatives both qualitatively and quantitatively through faculty surveys, the work of Institutional Research, and by external reviewers contracted for each grant. Extending our QIP inclusive excellence project beyond the

natural sciences will require a more thorough understanding of where departments and programs are struggling to include and retain students from underrepresented backgrounds, as well as employing that analysis to improve student outcomes.

Sufficiency of the Initiative's Scope and Significance

2. Explain why the proposed initiative is relevant and significant for the institution.

We face several challenges in achieving an academically excellent and diverse student body and ensuring opportunities to thrive:

(1) Our student body and faculty are and have been predominantly composed of those who identify as white.

(2) Less than 11% of the student body is currently Pell eligible. With a relatively small endowment for an institution of our size and history, we are tuition dependent and therefore unable to offer admission to all capable students from underrepresented backgrounds who need significant financial aid (we do, however, meet 100% of demonstrated need for all enrolled students). To address this unfortunate circumstance we have set an ambitious $100 million goal for scholarship endowment as the top priority in our upcoming capital campaign.

(3) While Kenyon's four year graduation rate is overall high (86%) and there is currently no indication that domestic students of color are leaving Kenyon at consistently higher rates than students who only identify as white, graduation rates for domestic students of color display a greater fluctuation from year to year than do their white peers (ranging from 70% to 100% for African Americans, for example).

(4) There is some indication that students are not uniformly supported in pursuing their interests. While almost 70% of the students from the fall 2013 through 2017 cohorts who declared a major that matched at least one of the three academic interests they identified on their application, Black/African American, Latino/a, and first-generation students were less likely than their peers to declare a major in one of their stated interests. One reason may be attributable to curricular exposure, in that students could learn about and become interested in new fields. Science faculty speculate that these data may also reflect the level of an inclusive and welcoming climate in certain departments.

While the faculty members involved with these three grants have coordinated efforts among themselves and have robust assessment plans for their grants, it is the goal our QIP to support further institutionalization of these efforts by expanding selected activities to other academic areas, especially departments exhibiting similar troubling enrollment patterns. The identification of these departments will be the first important work in this initiative.

3. Explain the intended impact of the initiative on the institution and its academic quality.

The intended impact of Kenyon's QIP is to increase inclusive and high-impact experiences to better support a diverse student body in all academic divisions, beginning with the natural

sciences. Over the life of this initiative and in subsequent years we would like to see higher retention of underrepresented students, evidence of an improved holistic sense of belonging and support, and greater valuation of the inclusion efforts by faculty (e.g., consideration in tenure and promotion decisions) and staff (compensation, promotion). Inclusive pedagogies and practices have significant positive effects on students' sense of belonging, which in turn motivates students to engage in learning behaviors, including positively influencing GPA, persistence, and graduation. Though the timeline of this project is too short to measure an overall culture shift, we would ultimately like to see that greater integration of inclusive practices and an increasingly diverse community will enhance the intellectual vitality of the College.

Clarity of the Initiative's Purpose

4. Describe the purposes and goals for the initiative.

The main goal of this initiative is to improve the recruitment and retention of students from underrepresented backgrounds by improving outcomes through inclusive pedagogies, high impact practices, mentoring and other targeted strategies. Although this pertains to the College as a whole, we are particularly interested in those academic fields in which students from economically disadvantaged and underrepresented backgrounds, including women in STEM, have historically low enrollments. The initiatives underway in the sciences will provide mechanisms to achieve this goal, while serving as a model for the other academic divisions.

To that end, Kenyon's Natural Sciences Division will pursue the following objectives:

- **Increase enrollment of economically disadvantaged, underrepresented, and women students in STEM.**

  Kenyon's NSF S-STEM grant offers direct incentives (elimination of loans and work study from financial aid packages, among other means of support) for students with high financial need to matriculate and major in one of the natural sciences. These students are predominantly from underrepresented populations. Should this approach to recruiting high financial need students into the sciences prove successful, the College will consider creating permanent budgetary allocations to continue the program beyond the term of the grant. Similarly, the Clare Boothe Luce grant provides stipends and mentored research experiences for women pursuing majors in Chemistry, Math, Statistics, and Physics. As with the NSF S-STEM grant, should this program prove successful, Kenyon will work to raise endowed support to create a restricted line in the College's operating budget.

  Over the longer term, we expect that as the College achieves its goals with recruitment, retention, and academic success of underrepresented students and women in the sciences, its reputation for that success will create a virtuous circle, increasing the desirability of enrolling at Kenyon and thereby improving our recruitment of women and underrepresented students.

- **Improve retention of economically disadvantaged, underrepresented, and women students in those fields.**

  Recruitment of women and underrepresented students into STEM majors will not have the desired impact unless those students are also retained as majors in STEM fields. Our CBL grant will support the retention of women in the hard sciences by fostering close

mentoring relationships between the students selected for the program and faculty members in those fields. CBL scholarship winners will undertake credit-bearing individual studies with their mentors and a summer science research project, and they will present their research work to the College during our "Celebration of High-Impact Practices" symposium. They will also attend lectures, seminars, and small focus groups on careers for women in the sciences.

A summer pre-orientation for students entering Kenyon supported by the NSF S-STEM grant will help to create cohort identity and cohesion that will encourage remaining in science majors. In addition, time spent at the College before their peers arrive in August, and the course work they will complete in data analysis and writing, should improve retention rates in the sciences for students who are often vulnerable in their first semesters.

Our HHMI grant is focused on retention of underrepresented students in the sciences by providing faculty incentives to participate in inclusive programming. It will facilitate a division-wide effort to reexamine pedagogies used in the sciences, and to employ those practices that are most effective for creating a sense of belonging and thriving for students from underrepresented backgrounds, as well as for those who are academically underprepared.

- **Improve student success (as marked by completion rates, academic achievements, and post-graduate opportunities) by economically disadvantaged, underrepresented, and women students in STEM fields**

  We expect that the programming we have designed to improve retention of economically disadvantaged, underrepresented, and women students in the sciences will also facilitate greater overall academic success by those groups.

- **Increase faculty participation in programs designed to improve retention and student success of underrepresented and women students in STEM**

  While the science faculty has demonstrated remarkable willingness to engage in programs intended to achieve the objectives that precede this one, at a small college we need virtually full participation to achieve our ambitious goals. Concerns about trade-offs between research productivity and participation in inclusion programs have led some faculty members to delay their involvement, while those faculty who are involved worry about whether putting off summer research programs will hinder them in the faculty review process. The crux of the HHMI incentive program is to reward faculty who do participate in inclusion programs with additional faculty development funds so that they can more effectively undertake research during times when they are less involved in inclusion programming.

- **Identify, disseminate, and develop pedagogical strategies, techniques, and programs designed to improve retention and student success among economically disadvantaged, underrepresented, and women students across all academic divisions**

  Kenyon's enrollment data suggests that it is not only the science division that is suffering from a culture that discourages inclusion. While faculty in the Natural Sciences Division pursue the activities of their three grants, we would like to begin pushing selected

activities out to address inclusion in the humanities, arts and social sciences. The extension of these activities will be focused around four college wide efforts:

1. Routinely share successful aspects of the science faculty's efforts and experiences through structured meetings, informal dialogue, and presentations open to the campus community. We will support these conversations each semester beginning in fall 2018 and going through fall 2020.
2. Create opportunities for departmental conversations around student enrollment patterns, subsequent course taking patterns, and departmental culture led by the Office of Institutional Research and academic leadership. We will approach departments based on an initial analysis of institutional data.
3. Support inclusion and diversity reading group(s). The Natural Sciences Division laid the groundwork for their grant applications by creating an organic, faculty-led reading group that explored current research on the pedagogy of inclusion. This included weekly in person meetings as well as annual visits from outside scholars. We will support the creation of one or more reading groups or other faculty learning communities that focus on the strategies used in other divisions, with the goal of having at least one other sustained reading group beginning in 2018 and expanding thereafter.
4. Implement implicit bias training for science faculty in cooperation with NAPE (National Alliance for Partnership in Equity). Conditional on the successful implementation of this program, our intent is to make similar opportunities available to faculty members in other academic divisions.
5. Offer resources for departments to develop their own organic solutions to discipline-specific programs, such as bringing in external trainers, purchasing books for reading groups, supporting lunchtime conversations, etc.

The secondary goal of our QIP involves faculty development, with two main dimensions:

- **Providing incentives for faculty to work in support of inclusive excellence, and thereby to change the faculty culture.**
- **Supporting faculty as they learn new pedagogies (and mentoring techniques) better suited to retention and academic success for women students and students from underrepresented backgrounds.**

5. Select up to three main topics that will be addressed by the initiative.

- ☐ Advising
- ☐ Assessment
- ☐ Civic Engagement
- ☐ Curriculum
- ☒ Diversity
- ☐ Engagement
- ☒ Faculty Development
- ☐ First-Year Programs
- ☐ General Education
- ☐ Leadership
- ☐ Learning Environment
- ☐ Online Learning
- ☐ Persistence and Completion
- ☐ Professional Development
- ☐ Program Development
- ☐ Program Evaluation
- ☐ Quality Improvement

☐ Retention	☒ Student Success	☐ Workforce
☐ Strategic Planning	☐ Teaching/Pedagogy	☐ Other:
☐ Student Learning	☐ Underserved Populations	

6. Describe how the institution will evaluate progress, make adjustments and determine what has been accomplished.

We will leverage the ongoing assessment plans of the NSF S-STEM, CBL, and HHMI programs to understand how program activities are leading to improvements in the recruitment, retention, and graduation of underrepresented and women students. The S-STEM and HHMI programs have committed to rigorous internal and external assessments that are iterative and formative in nature, and use mixed methods to make best use of Kenyon's small size. Activities in both programs are altered if these evaluations so indicate.

Evaluations and assessments have so far included:

1. Surveys of participating students
2. Survey of all students who have experienced the Natural Sciences Division culture through course enrollment and/or major declaration
3. Leveraging existing national surveys of faculty (COACHE and FSSE) differentiated by Kenyon academic division to understand faculty experience
4. Focus groups and interviews of participating faculty members
5. Focus groups and interviews of participating students
6. Ongoing tracking of enrollment, retention, and GPA data for students participating in these programs

For HHMI, disaggregated historical data has been used during the activities to prompt self-assessment of our current performance. During faculty training, participants will learn how to use assessment to identify barriers and to evaluate proposed interventions in their own programs and courses. These data will be shared with other faculty in the STEM teaching community to aid in designing their own effective interventions and assessment protocols. At the program level, we will track metrics of the overall effectiveness of activities that are aligned with the short-term goals of the program. These goals focus on the reach and scope of the program such as the number of faculty involved in each component, the number of courses modified, and the percent of students reached. Such continuous measures will enable us to monitor our progress in rolling out key components of the program, and will allow for timely course correction should we discover issues in the implementation of any one component. We will continuously assess the impact of the program on closing achievement gaps and increasing retention of science-interested students by monitoring student trajectories through our science programs. Importantly, the Natural Sciences Division will collectively assess its progress on addressing the challenges and barriers identified in the initial HHMI faculty retreat, and decide on new priorities to address.

Two external program reviews mirroring the departmental external review process at the College will occur during the HHMI grant – the first will focus on formative evaluation to improve programs, the second will be more focused upon evaluating the project's success. During these reviews, faculty members from peer colleges will be invited to campus for a 1-2 day on-campus assessment of the program in response to a self-study written by the HHMI Core Team. The first

external review will be facilitated by a national leader in institutional change in STEM education, Ellen Goldey Ph.D., the newly appointed Dean of the Harriet L. Wilkes Honors College at Florida Atlantic University and a PULSE (Partnership for Undergraduate Life Sciences Education) Fellow. Long-term summative assessment will measure the overall impact of the program on the culture of Kenyon's Natural Sciences Division and on underrepresented students in particular. These include: a student level pre- and post-project survey of the culture of the division; faculty participation in FSSE (Faculty Survey of Student Engagement) in 2016-17 and 2019-20; and custom student course assessments employed to gauge changes in faculty pedagogies during the HHMI initiative. We will continue to track student persistence and success in the sciences through evaluation of GPA and number of students graduating with STEM majors, and we will correlate these measures with participation in the project's various programs. After HHMI funding, Progress Retreats and external reviews will occur at a 10-year interval, as is our practice with departmental reviews.

The NSF S-STEM program has taken a similar tactic of using mixed methods to evaluate each program component for effectiveness in meeting the overall program goal of increasing STEM recruiting, persistence, graduation, and transition to the STEM workforce and/or graduate study. External evaluator Megan C. Mullins, Ph.D., of Mullins Consulting, a private consultant with over 10 years of experience in social science research and program evaluation, is leading the overall external evaluation process for both the NSF and HHMI programs, while Kenyon's Office of Institutional Research produces and tracks secondary institutional data relevant to each program. The evaluations will allow the investigators to recognize where problems are arising or where participants are struggling, as well as assess program impact within and across specific program activities.

We will also be implementing a mixed methods assessment of the Clare Boothe Luce program to measure likelihood of those student scholars to persist and graduate in the chemistry, physics or math.

Finally, we will document the number of departmental conversations around data, as well as the number of faculty from targeted departments who participate in the inclusive pedagogy reading groups and other training. Evaluation of activities themselves and long-term culture change in these departments will take place on a continuing basis beyond the scope of our QIP.

Evidence of Commitment to and Capacity for Accomplishing the Initiative

7. Describe the level of support for the initiative by internal or external stakeholders.

The initiatives in the Natural Sciences Division that are at the heart of this QIP have been widely and strongly supported by the Kenyon community. We seek to extend programs that were self-initiated by faculty with confidence that supporting organic efforts such as these will lead to more engaged and dedicated participation than would the imposition of a new, top-down program. Both the Provost and President wrote endorsements for the HHMI, NSF and CBL proposals, and have worked to prominently endorse those grant activities as they have rolled out.

Science faculty met under the auspices of the HHMI grant in the spring of 2018 for a "Priming Retreat." More than 40 faculty members (~70% of the division) participated, with the Provost and President leading the opening session.

Kenyon's Center for Innovative Pedagogy serves as a locus of faculty development efforts. The CIP director and staff members are central to the HHMI, NSF and CBL initiatives.

The Academic Affairs Committee of Kenyon's Board of Trustees gave its endorsement of this Quality Initiative proposal at its April 2018 meeting.

Kenyon's Faculty Executive Committee endorsed this QIP at its April 17, 2018 meeting and referred it to the whole faculty for its approval. In its April 23, 2018 meeting, the Kenyon Faculty endorsed this initiative.

The College's Senior Staff approved this QIP at its August 27, 2018 meeting.

8. Identify the groups and individuals that will lead or be directly involved in implementing the initiative.

One of the strengths of this Quality Initiative Proposal is that it has grown organically from faculty interest and many people in the Kenyon community are working on meeting the goals of each of the Natural Sciences Division grants.

Work on the NSF S-STEM grant is being undertaken or supported by:

> Karen Hicks, Associate Professor of Biology (Project Director); Diane Anci, Dean of Admissions and V.P. for Enrollment; Erika Farfan, Director of Institutional Research; Rachel Garcia, Executive Director of SPI (Science and Play Intersect); Jan Thomas, Director of Community Partnerships; Ivonne García, Professor of English; Chris Kennerly, Director of the Office of Diversity, Equity, and Inclusion; Matthew Rouhier, Visiting Assistant Professor of Chemistry; Ted Mason, Professor of English and Associate Provost for Diversity, Equity, and Inclusion; Jennifer McMahon, Director of Introductory Labs in Biology; Tom Giblin, Associate Professor of Physics.

Work on the HHMI initiative is being undertaken or supported by:

> John Hofferberth, Professor of Chemistry (Project Director); Hewlet McFarlane, Professor of Neuroscience; Ted Mason, Professor of English and Associate Provost for Diversity, Equity, and Inclusion; Joseph Murphy, Director for the Center of Innovative Pedagogy; Erika Farfan, Director of Institutional Research; Jan Thomas, Senior Associate Provost

Work on the Clare Booth Luce grant is being undertaken or supported by:

> Kerry Rouhier, Associate Professor of Chemistry (Project Director); Paula Turner, Professor of Physics; Sheryl Hemkin, Associate Professor of Chemistry; and Marie Snipes, Associate Professor of Mathematics

In addition, Provost Joseph Klesner, President Sean Decatur, and CFO Todd Burson have contributed to the writing of these grants and have enthusiastically supported these efforts.

9. List the human, financial, technological and other resources that the institution has committed to this initiative.

Kenyon is providing course releases for the directors of the three grants in the Natural Sciences Division. Program funding for the CBL grant is provided by the President's Office. Faculty both within and beyond the sciences have devoted and will devote time to professional development associated with the Quality Initiative and to direct work with students as a part of it. The Center for Innovative Pedagogy will devote staff time and some of its programming budget to dissemination activities associated with the three science grants, and will implement programs to share lessons with non-science faculty. Institutional Research staff will devote much of their time to assessment associated with this QIP.

Appropriateness of the Timeline for the Initiative

(The institution may include a brief implementation or action plan.)

10. Describe the primary activities of the initiative and timeline for implementing them.

Our priorities for this QIP are to support the grant-supported inclusive initiatives of the Natural Sciences Division, and identify other academic areas of the College that require attention. Based on these findings, we will approach targeted departments to begin review and discussion of their data and their mechanisms for student support.

Specific programs that have been completed or are already scheduled are identified in the timeline below.

Date	NSF S-STEM: The Role of High Impact Practices for STEM Persistence and Career Success	Clare Boothe Luce Undergraduate Research Program	HHMI: Inclusive Excellence	Integrative and Extension Activities	Assessment
2017-18	June-July 2017: 12 S-STEM scholars enroll in 5-week pre-orientation program on campus. KEEP-STEM learning community formed.			Spring 2017: Faculty learning community on curricular diversity formed, holding meetings monthly.	Survey of SSTEM scholars after summer program.
Fall 2017	12 S-STEM scholars matriculate. Interdisciplinary advising clusters formed.	6 women selected as CBL scholars in Chemistry, Math and Statistics, and Physics	Faculty inclusive pedagogy reading group continues work.		Survey of all natural science division majors and course takers.

	STEM peer mentoring.				Focus groups of STEM Scholars. Interviews with key stake-holders in S-STEM.

Date	NSF S-STEM: The Role of High Impact Practices for STEM Persistence and Career Success	Clare Boothe Luce Undergraduate Research Program	HHMI: Inclusive Excellence	Integrative and Extension	Assessment
Spring 2018	Structured service-learning project with Science & Play Intersect.	Programming begins with 6 CBL scholars; Research integrity discussion; Celebration of Women's History Month	Six innovation grants funded. Action group on Evaluation Criteria presents recommend-ations to Faculty Affairs Committee. May 2018: Natural Science Division Priming Retreat.		COACHE survey of faculty disaggregated by department. Faculty evaluation of Priming Retreat. Analysis of institutional data for S-STEM students
2018-19	June-July 2018: 15 new S-STEM scholars enroll in 5-week pre-orientation program. KEEP-STEM learning community formed. One S-STEM student undertakes public health internship; three are selected as Kenyon	Summer 2018: 6 CBL scholars undertake research with faculty mentors Seminar from Career Development on networking and preparing for graduate school	August 2018: NAPE Intensive Training Program around implicit bias	August 2018: QIP presented to HLC	Survey of S-STEM scholars after summer program.

	Summer Science Scholars				
Fall 2018	15 S-STEM scholars matriculate. Interdisciplinary advising clusters formed. STEM peer mentoring.	8 women selected as CBL scholars in Chemistry, Math and Statistics, and Physics CBL scholars visit Ohio State departments to network, learn about graduate study in sciences.	Intensive training program meeting for faculty. Action group on Welcomeness begins work.	November 2018: HHMI, NSF S-STEM, and CBL directors present integrative plan at AAC&U STEM meeting. IR uses institutional data to identify key departments at the College; Provost invites depts. to a conversation. CIP establishes reading groups on inclusive pedagogy targeted for non-science faculty.	STEM faculty assessment survey. HHMI interview with external evaluator. Survey of students focusing on factors that impact the mental health of under-represented students.

Date	NSF S-STEM: The Role of High Impact Practices for STEM Persistence and Career Success	Clare Boothe Luce Undergraduate Research Program	HHMI: Inclusive Excellence	Integrative and Extension Activities	Assessment
Spring 2019	Structured service-learning project with Science & Play Intersect.	Programming begins with 8 CBL scholars	Intensive training program meeting for faculty. Action group on Welcomeness makes report. Some new innovation grants funded.	Continued conversations with depart-ments. Initial opportunities for science faculty to share with colleagues from other divisions	Analysis of institutional data for S-STEM students
2019-20	June-July 2019: 12 new S-STEM scholars enroll in 5-week pre-orientation program. Interdisciplinary advising clusters formed. STEM peer mentoring.	Summer 2019: 8 CBL scholars undertake research with faculty mentors Seminar from Career Development on networking and preparing for graduate school	August 2019: NAPE Intensive Training Program around implicit bias	May-June 2019: FLC on curricular diversity to present report. May/June 2019: CIP hosts workshop on inclusion for non-science faculty.	
Fall 2019		8 women selected as CBL scholars in Chemistry, Math and Statistics, and Physics.	Intensive training program meeting for faculty New action group formed.	Departmental proposals from non-science departments about inclusion programs reviewed. College supports training program for non-science faculty through CIP.	Survey of all natural science division majors and course takers.

Date	NSF S-STEM: The Role of High Impact Practices for STEM Persistence and Career Success	Clare Boothe Luce Undergraduate Research Program	HHMI: Inclusive Excellence	Integrative and Extension Activities	Assessment
Spring 2020	Structured service-learning project with Science & Play Intersect.	Spring 2020: Programming begins with 8 CBL scholars	Some new innovation grants funded. May 2020: Natural Science Division Progress Retreat		Analysis of institutional data for S-STEM students. External reviewer Success Case Study submitted.
2020-21	June-July 2020: 12 new S-STEM scholars enroll in 5-week pre-orientation program	Summer 2020: 8 CBL scholars undertake research with faculty mentors. Seminar from Career Development on networking and preparing for graduate school.	August 2020: NAPE Intensive Training Program around implicit bias	May/June 2020: CIP hosts workshop on inclusion for non-science faculty.	HHMI external reviewers' site visit
Fall 2020	Interdisciplinary advising clusters formed. STEM peer mentoring.		New action group formed.	College supports training program for non-science faculty.	

Institutional Contact for Quality Initiative Proposal

Include the name(s) of the primary contact(s) for the Quality Initiative.

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